

## ABSTRAK

### **PERAN BAHAN AJAR IPA TERPADU TIPE *CONNECTED* PADA TEMA PEMANASAN GLOBAL TERHADAP PENGUASAAN KONSEP SISWA**

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Penelitian ini bertujuan untuk mengetahui peran bahan ajar IPA terpadu tipe *connected* yang disusun dengan teknik pengemasan kembali informasi pada tema pemanasan global terhadap penguasaan konsep siswa. Penelitian ini dilakukan di salah satu SMP di kabupaten Bandung Barat pada tahun akademik 2015/2016. Metode yang digunakan adalah *mix methods embedded experimental design research* dengan menggabungkan data kualitatif dan data kuantitatif. Penelitian ini menggunakan dua kelas, siswa pada kelas eksperimen menggunakan bahan ajar IPA terpadu tipe *connected*, sedangkan siswa kelas kontrol menggunakan buku yang ada di sekolah. Instrumen yang digunakan dalam penelitian berupa pedoman wawancara, lembar validasi bahan ajar, lembar keterbacaan bahan ajar, tes penguasaan konsep siswa berupa soal pilihan ganda dan catatan lapangan. Data yang diperoleh kemudian dianalisis dengan menggunakan analisis statistik deskriptif dan statistik inferensial. Hasil diperoleh bahwa terjadi peningkatan penguasaan konsep siswa kelas eksperimen yang menggunakan bahan ajar IPA terpadu dibandingkan dengan siswa kelas kontrol yang menggunakan buku yang ada di sekolah. Dengan demikian bahan ajar IPA terpadu tipe *connected* dapat dijadikan bahan ajar IPA alternatif dalam meningkatkan penguasaan konsep siswa. Perlu dilakukan penelitian lanjutan terkait dengan peran bahan ajar IPA terpadu tipe *connected* terhadap kemampuan siswa lainnya.

Kata-kata kunci: bahan ajar, IPA terpadu tipe *connected*, penguasaan konsep siswa

## ABSTRACT

### THE ROLE OF INTEGRATED SCIENCE TEACHING MATERIALS WITH CONNECTED TYPE FOR GLOBAL WARMING THEME ON STUDENTS' CONCEPT MASTERY

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This study was aimed to determine the role of integrated science teaching materials with connected type which was created by information repackaging technique for global warming theme on students' concepts mastery. This study was conducted at one of SMP in Bandung Barat district for the 2015/2016 academic year. The method used was mix-methods embedded experimental design which applied qualitative and quantitative data. There were two classes involved, the experiment class where the students using the integrated science teaching materials with connected type, while the control class where its students using the teaching materials provided at school. Data obtained after giving a test and then analyzed using descriptive statistics and inferential statistics. The result shows that there is an improvement in students' concepts mastery of experiment class which the students using the integrated science teaching materials with connected type compared to control class which the students using the teaching materials provided at school. The instrument used in the research were interview guidelines, validation sheet of teaching materials, legibility sheet of teaching materials, students' mastery concepts test in the form of multiple choice questions and field notes. It can be concluded that the integrated science teaching materials with connected type can be used as the alternative science teaching materials in improving students' concepts mastery. It is recommended to conduct further research related to the influence of integrated science teaching materials with connected type to the other students' ability.

**Keywords:** Teaching materials, integrated science with connected type, students' concepts mastery